



# **St. Julian's Primary School**

## **ALN and Inclusion Policy**

St. Julian's Primary School is committed to providing an appropriate and high quality education for all children living in our community. We believe that all children, including those identified as having additional needs have a common entitlement to a broad, balanced academic and social curriculum, which is accessible to them. We also believe that each child has the entitlement to be fully included in all aspects of school life.

We strongly believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, whilst developing an environment where all children can flourish and feel safe.

### **Inclusion at St Julian's Primary School**

St. Julian's Primary is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways, which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or social background.

### **What are Additional Learning Needs?**

Children with Additional Learning Needs (ALN) include:

- Children with Special Educational Needs (SEN)
- More Able and Talented children (MAT)
- Looked After Children (LAC)
- Children with English as an Additional Language (EAL)
- Young carers
- Those who are sick or whose families are under stress.
- Any learners who are at risk of disaffection and exclusion.
- Minority ethnic and faith groups. Travellers, asylum seekers and refugees.
- Learners who are disabled.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, emotional or social development, or those which relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Phase pupils for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career may experience difficulties which affect their learning and we recognise that these may be long or short term.

At St. Julian's Primary School we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve his or her full potential.

## **Aims**

- To identify and address the variety of Additional Learning Needs (ALN) recognised at any and every stage of education, and to work in partnership with parents and other agencies, to meet these needs in the most appropriate, positive and effective manner.
- To provide support wherever necessary through differentiated planning and access to support staff as appropriate.
- To ensure that children with Additional Learning Needs (ALN) have full access to the curriculum and receive the variety of learning opportunities which are offered to all children.
- To ensure that all children are appropriately challenged / supported and that their learning objectives are clear and unambiguous.
- To regularly monitor the progress of all pupils.
- To ensure that pupils with ALN are perceived positively by all members of the school community and that ALN and inclusive provision is positively valued and accessed by staff and parents/carers.

All teachers are teachers for children with additional learning needs. Teaching these children is therefore a whole school responsibility which is overseen by the ALN coordinators at each key stage. The ALN co-ordinators are Mrs Anne Evans at Key stage 2 and Miss Lowri Welsh at Foundation Phase. They take the lead roles in relation to inclusion, and as members of the SMT, report regularly on this area. The named ALN governor is Mrs Pauline Marshall who takes responsibility for ALN and Inclusion.

## **ALN arrangements at St. Julian's Primary School**

The ALN co-ordinators (ALNCos) are responsible for :

- the day to day operation of the school's Additional Learning Needs (ALN) policy; ensuring that colleagues are aware of their responsibilities to children with Additional Learning Needs;
- liaising with, advising, and working closely with the Head Teacher, class teachers and Teaching Assistants (TAs);
- co-ordinating strategies for the identification, support and review of pupils with Additional Learning Needs; assisting teachers in the development of appropriate programmes for these children and overseeing the time-tabling of Additional Learning Needs support;
- maintaining the school's Special Educational Needs (SEN) register and List of Potential for More Able & Talented pupils;
- keeping records of pupils with Additional Learning Needs up to date;
- liaising with parents of pupils with Additional Learning Needs and all outside agencies (e.g. Educational Psychology service, Speech and Language Service, etc.
- organising annual reviews of children with statements of Additional Learning Needs, preparing review reports and circulating to all involved agencies;
- keeping abreast of latest developments regarding ALN and arranging for staff training as appropriate.

## **Special Educational Needs**

According to the system we currently have in place, a child is deemed to have Special Educational Needs (SEN) if he/she has a learning difficulty which requires additional educational provision to be made. A child is said to have a learning difficulty if he or she has a significantly greater difficulty than the majority of pupils of the same age. There are six classifications of educational difficulty recognised, namely:

- Learning;

- Sensory impairment- visual;
- Sensory impairment- hearing;
- Physical;
- Medical;
- Speech, language and communication;
- Emotional and Behavioural Difficulties (EBD).

The earlier the child's educational needs are identified, assessed and action is taken, the more responsive the child is likely to be and the more successful the outcome. To assist in the early identification of children with special educational needs, the school makes use of appropriate screening and assessment mechanisms. Assessment is a continuing process and information transfers both within the school, when the child moves from one class to another, and from school to school. To give specific help to children who have special educational needs, the school adopts a staged response. This approach recognises that there is a continuum of special educational needs and where necessary brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

During each Autumn term, and then at any point during the school year when a class teacher or member of support staff becomes concerned about an individual they share this concern with the ALNCo. The ALNCo then collects relevant information, monitors and reviews the child's progress in the classroom situation and following discussion with the child's parents, decides whether or not to place the child on the Special Needs Register at the School Action stage. In future, once the transition process has been implemented there will not be separate stages at School Action and Action plus, thereby providing a more unified approach.

### **School Action / Early Years Action:**

With parental permission, if a child is making little or no progress despite classroom interventions, the child will then be placed on the Special Needs Register, and an IDP and Action Plan will be created by the class teacher in consultation with the ALNCo and the child's parents (see Appendix i). The child's IDP and Action Plan will include 2 - 4 targets which are additional to or different from the differentiated curriculum plan that is in place for all children. The targets will usually focus on social, literacy, numeracy skills or behaviour, depending on the child's individual needs. For those children with social and emotional needs, the school provides group support through the Silver SEAL programme and groups from different year groups are supported on a half termly basis. For more complex social and emotional needs, the school has three trained ELSAs who provide individual support. Where there is a learning need the child will be given additional support by a Teaching Assistant (TA) either within the classroom or within smaller withdrawal groups. In accordance with the child's IDP and Action Plan, the child's progress is monitored, supported and reviewed, with the parents, at least twice annually and discussed at Parents' consultation meetings in September/October and February/March. In addition parents have the opportunity to meet with the ALNCo for a review during the latter part of the Summer Term.

### **School Action Plus / Early Years Action Plus:**

If a child continues to make little or no progress despite the implementation of individual programmes and concentrated support, it may be deemed necessary to involve external support services who can provide specialist advice, strategies, resources and additional support. These services include the Educational Psychology Service, the Additional Educational Needs Advisory Team, Primary Mental Health Care, the Child and Adolescent Mental Health Service (CAMHS) and the Communication Intervention Team (ComIT). Pupils are currently discussed at an Inclusion meeting with ALNCos, Head Teacher, educational psychologist and a member of the SEN team. Advice is received as to the best way to proceed, e.g. by arranging for observation by the Educational Psychologist or a member of the Advisory team or by seeking support from another outside agency, e.g. Speech and Language or behaviour support.

This system is to be changed this year with the proposal that ALNCos will meet on a cluster basis to discuss priorities.

Once an external specialist has become involved and provided specialist targets for a child, the child is placed at the School Action Plus stage on the Special Needs Register with IDPs and Action Plans incorporating the advice and strategies provided by the service.

### **Formal Assessment and Statementing:**

The special educational needs of the vast majority of pupils will be met effectively in a mainstream school through School Action / Early Years Action and School Action Plus / Early Years Action Plus without the need for statutory assessment. However, should a child not progress satisfactorily at School Action Plus / Early Years Action Plus, outside specialists will help the school consider whether the child is likely to meet the criteria for statutory assessment by the Local Education Authority (LA). The school, agency or the parents can make a formal request to the LA to carry out an assessment and the authority's operational procedures will apply. The LA will request evidence

from the parents, the school (including copies of a minimum of two IDPs and Action Plans), the educational psychology service and any other agencies involved. A statutory assessment may result in the child being given a statement of special educational needs, a review of which takes place annually, in addition to the termly monitoring and reviewing of IDPs and Action Plans.

As stated earlier, this system is in the process of being replaced when the new ALN Act is implemented in 2020 and on the advice of the LA we now make applications for funded IDPs with additional funds being provided by the authority in order to support children in this situation. All current statements of educational need will remain in place for as long as it is deemed appropriate and are subject to annual reviews.

### **Arrangements for co-ordinating SEN Provision**

- The ALNCos will meet with each class teacher at least twice a year to discuss additional needs concerns and to review IDPs.
- At other times, the ALNCos will be alerted to newly arising concerns through meetings where issues will be discussed and the next step planned.
- Reviews of individual development plans (IDPs) will be held at least twice a year for children at both Foundation phase and at Key Stage 2.
- Targets arising from IDP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The ALNCos, together with the Headteacher and Deputy Headteachers monitor the quality and effectiveness of provision for pupils with SEN and ALN through classroom observation and through monitoring of IDPs and reviews.
- ALN support is primarily delivered by class teachers through differentiated teaching methods. Trained teaching assistants provide additional support throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the ALNCos, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.
- ALNCos produce a provision map for all interventions taking place at each key stage.
- Support staff, class teachers, ALNCos and outside agencies liaise and share developments in order to inform reviews and forward planning.

## **The Schools Arrangements for SEN and Inclusion In-Service Training**

- The ALNCos attend regular cluster, local authority led and combined authority meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and inclusion training is provided through staff meetings and meetings with the ALNCos.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

### **New information 2018**

The Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales on 12 December 2017. The legislation then received Royal Assent on 24 January 2017 and became the Additional Learning Needs and Education Tribunal (Wales) Act 2018. The Cabinet Secretary for Education issued a statement on 11 December 2017 setting out how the legislation will be implemented. Following consultation with stakeholders, the Welsh Government has decided to adopt a phased approach to implementation, with the new system established by the Act being introduced from September 2020. From September 2020, learners who are newly identified as having Additional Learning Needs will be supported under the new arrangements under the Act, whilst learners within the existing system will transition over a three year period. The current Special Educational Needs system therefore remains in place for all learners with SEN/ALN until September 2020. Only after that point, will learners begin transferring to the new system.

Acting on advice from the local authority , at St Julian's Primary School we have started the process of implementing new procedures such as providing a Pupil Passport for all children whilst at the same time continuing to provide support for all those learners who need it in line with the current education act.

**This policy was updated in January 2018 by Mrs G.A.Evans**

**This policy was presented and accepted by the Governing Body on 8 February 2018**

Signed .....(Chair person)